

ANNUAL REPORT

COMMISSIONER OF INDIAN AFFAIRS,
WASHINGTON, D. C.

SCHOOL AT WRANGELL INSTITUTE, WRANGELL, ALASKA

For the year ending JUNE 30, 1934

For the year ending _____
Charles W. Miller
Principal

September 13 1934
(Date)

In addition to the monthly reports of attendance required, each principal shall at the close of each term send to the Commissioner of Indian Affairs an Annual Report, giving a general review of work during the year in the school and in the community and stating as definitely as possible what has been accomplished.— *Rules and Regulations, Section 44.*

Please read all directions carefully and check all figures in order that errors may be avoided.

Make four copies of this report. File one copy for school records and mail three copies to the District Superintendent who will keep one and forward two to the Administrative Office. One of these copies will be mailed to Washington and the other filed in the Administrative Office. Forward the reports on the first outgoing mail after the school term ends.

SEP 22 1934

GENERAL STATISTICS

	Elementary grades	High school	Total
1. Number belonging first of year	39	38	77
2. Number entered during year	7	2	9
3. Total enrollment	46	40	86
4. Number dropped during year on account of—			
(a) Leaving community with parents	0	0	0
(b) To work, through necessity	0	2	2
(c) Indifference	4	1	5
(d) Other causes (do not include graduates)	8	5	13
Total dropped	12	8	20
5. Total belonging end of year	33	33	66
6. (a) Number promoted without conditions during the year	—	—	—
(b) Number promoted on condition	—	—	—
(c) Number failed of promotion	—	—	—
7. Aggregate days' attendance by all pupils during the year	6138	7087	13125
8. Average daily attendance	32.8	35.7	68.5
9. Per cent of attendance	98.1	98.7	98.4
10. Number of days' absence	151	105	256
11. Number of pupils attending 160 days or more	27	34	61
12. Number of pupils not attending 160 days	19	6	25
13. Number of cases of tardiness	86	112	198
14. Per cent of punctuality	97.7	97.1	97.4
15. Number of pupils neither absent or tardy	1	0	1
16. Number of cases of corporal punishment	0	0	0
17. Number of graduates from eighth grade	2	0	2
18. Average age of graduates	17	—	—
19. Enrollment by grades:	Boys	Girls	Total
(a) Number of pupils enrolled in first grade			
(b) Number of pupils enrolled in second grade			
(c) Number of pupils enrolled in third grade			
(d) Number of pupils enrolled in fourth grade			
(e) Number of pupils enrolled in fifth grade			
(f) Number of pupils enrolled in sixth grade			
(g) Number of pupils enrolled in seventh grade			
(h) Number of pupils enrolled in eighth grade			
(i) Number of pupils enrolled in ninth grade			
(j) Number of pupils enrolled in tenth grade			
TOTAL			
20. Actual number of days taught (excluding holidays)	188		
21. Number of days whole school has been closed on account of contagious disease	NONE		
22. Total seating capacity of buildings	150		

REMARKS:

Our Organization does not provide for ordinary
grade classification

GENERAL STATISTICS—Continued

23. Number of children between the ages of 8 and 16 residing in the district who have not completed the eighth grade and who did not attend school. —
24. Number of parents notified of violations of the compulsory school law. —
25. Number of children of school age in district incapacitated from attending school because: Deaf. — Mute. — Blind. — Feeble-minded. — Crippled. — Poverty in the family. —
26. Did a physician make a physical examination of all pupils during present school year? *NOT ALL* A nurse? *YES*
A dentist? *NOT ALL* Were children's eyes tested? *YES*
27. Number of community meetings held in school building. —
28. Number of visits to homes by teacher. —
29. Number of visits by parents to school. *30*
30. Is manual training taught? *YES* In what grades? *ALL*
31. Is cooking taught? *YES* In what grades? *ALL*
32. Is sewing taught? *YES* In what grades? *ALL*
33. Is music taught? *YES* In what grades? *ALL*
34. Is drawing taught? *YES* In what grades? *ALL*
35. Is penmanship taught? *YES* In what grades? *SIXTH*
36. Is definite physical training given? *YES*
37. Number of volumes in school library. *1700*
38. Number of rooms used for school purposes. *12*
39. How many eighth-grade graduates of the preceding year entered high school either in your school or in some other? —
40. Number of eighth-grade graduates in community and not in school and whose school life is presumably ended. —
41. Number of night-school sessions held. — Enrollment at night schools. —
42. Times medical assistance rendered. —
43. Number of births in village. —
44. Number of deaths in village. —
45. Population of the village. —

REMARKS:

Wrangle Institute is a boarding school with no immediate responsibility for community work.

RECORDS

PUPIL'S NAME	Exact Date of Birth			Degree Indian Blood*	Age	Grade	Days In Attendance	Promoted
	Month	Day	Year					
1 ADAMS, JOHN	5	28	1918	1/2	16		180	
2 ATKINSON, EVELYN	1	14	1914	3/4	20		188	
3 ATKINSON, TOMMY	6	17	1917	3/4	16		67	
4 AUSTIN, LOUIS	7	23	1917	3/4	16		188	
5 BARONOVICH, VINCENT	8	24	1914	F.B.	19		188	
6 BEAN, RONALD	6	20	1913	F.B.	20		188	
7 BOYD, RICHARD	—	—	—	—	—		8	
8 BOYD, ESTHER	7	19	1914	3/4	19		184	
9 BRADLEY, AMY	7	16	1917	3/4	16		188	
10 CARLE, ETHEL	8	9	1918	3/4	15		84	
11 CARLE, HIRAM	9	2	1919	3/4	14		132	
12 CHARLTON, LAWRENCE	3	2	1917	1/4	17		188	
13 COGO, BILL	2	24	1917	F.B.	17		182	
14 COLLINS, IRENE	6	20	1913	3/4	20		80	
15 DAVIS, JOHN	2	27	1916	3/4	18		75	
16 DAVIS, MARY	11	15	1918	3/4	15		83	
17 DAVIS, LLOYD	1	28	1915	F.B.	19		188	
18 DEMMERT, OSCAR	3	2	1918	F.B.	16		20	
19 DIDRICKSON, JOHN	12	7	1915	1/2	18		188	
20 DUNDAS, CLAUENCE	10	7	1911	3/4	22		188	
21 FAWCETT, EDDIE	8	20	1915	F.B.	18		188	
22 FELLER, CLARA	2	2	1918	1/2	16		188	
23 FORD, JOHANNA	8	7	1915	1/2	18		99	
24 FRED, MARGARET	6	28	1915	F.B.	18		184	
25 FRISBIE, ALGIE	9	1	1914	1/2	20		188	
26 GORDON, ALICE	2	19	1917	F.B.	17		85	
27 GRANT, MORRIS	1	28	1914	F.B.	20		188	
28 GUTHRIE, NORMAN	11	24	1909	1/2	25		180	
29 HARRIS, ESTHER	4	21	1917	3/4	17		188	
30 HARVIE, ALICE	7	7	1919	1/2	15		20	
31 HENRY, DAVID	—	—	—	—	—		28	
32 HEWSON, WESLEY	10	24	1917	1/2	16		80	
33 IMHOFF, VERLEY	4	23	1915	1/2	19		NONE	
34 JACKSON, MILTON	6	11	1915	F.B.	18		188	
35 JOHN, CECELIA	10	8	1917	1/2	16		34	
36 JOHN, MIKE	5	20	1917	F.B.	17		188	
37 JOHNSON, CLARA	8	30	1915	—	19		165	
38 " " FRED	3	17	1916	1/4	18		187	
39 " " GORDON	1	24	1913	F.B.	21		177	
40 " " WALLACE	6	9	1917	F.B.	16		188	
41 JONES, HENRY	7	3	1916	3/4	17		188	
42 " " WESLEY	1	30	1919	1/2	15		180	
43 JOSEPH, DAVID	6	22	1913	F.B.	20		188	
44 " " KATIE	11	17	1915	F.B.	18		182	
45 " " PAUL	11	27	1917	F.B.	16		49	
46 KASHKAN, GLADYS	4	12	1914	F.B.	20		180	
47 LEASK, DOROTHY	5	6	1915	1/2	19		188	
48 " " JIMMIE	8	18	1916	1/2	17		85	
49 " " OLIVE	10	18	1914	1/2	19		188	
50 LEWIS, KENNETH	2	6	1919	1/2	15		182	

NOTE.—Arrange the names in alphabetical order by grades, with the surname first. Place a check (✓) in the proper column to show promotion, withdrawal, failure, etc.

*—In this column enter degree of Indian blood of pupils as follows: Less than one-fourth Indian—1/4; one-fourth Indian—1/4; one-half Indian—1/2; Full Blood—F. B.; White—W.

1933 STANFORD ACHIEVEMENT TEST SCORES

Lester Roberts	115.1	Amy Bradley	93.5
Fred Unger	114.7	Dewey Skan	92.5
Marietta Moy	113.8	Harry Williams	92.1
David Joseph	110.4	Jimmie Leask	91.6
Eddie Fawcett	108.5	Norman Guthrie	91.2
Lawrence Charlton	107.4	Winnifred Rinehart	91.1
Ethel Roberts	107.3	Henry Littlefield	90.3
Kenneth Lewis	106.8	Howard Williams	88.7
Algie Frisbie	105.9	Clara Feller	88.6
Bill Cogo	105.5	Ethel Carle	87.3
Vincent Baronovich	103.4	Milton Jackson	86.2
Edna McKay	101.9	Tommy Atkinson	86.1
Ronald Bean	101.0	Oscar Demmert	85.7
Hazel Verney	100.6	Lloyd Davis	85.7
Alice Harvie	100.4	Morris Grant	85.7
Katie Joseph	99.8	Ester Harris	85.2
Bucey Wallace	99.7	Dorothy Leask	84.5
Irene Collins	98.1	Wallace Johnson	81.8
Evelyn Atkinson	97.5	Elizabeth White	80.5
John Davis	96.2	Olive Leask	80.4
Harvey Williams	96.1	Alice Gordon	80.1
Louis Austin	95.7	Emily Peratrovich	77.7
Mary Lou Davis	93.9	Mike Johns	77.7
Henry Jones	93.8	Wilson Peratrovich	77.5
Clarence Dundas	93.6	Alice Marsden	75.5
John Didrickson	93.5	Cecilia John	75.1

RECORDS

PUPIL'S NAME	Exact Date of Birth			Degree Indian Blood*	Age	Grade	Days In Attendance	Promoted
	Month	Day	Year					
51. LITTLEFIELD, HENRY	6	11	1914	1/2	19		188	
52. MARKS, HORACE	2	13	1914	F.B.	20		186	
53. MARSDEN, ALICE	10	4	1919	F.B.	14		188	
54. MEGILTON, MARGARET	7	27	1917	1/4	17		186	
55. MEKAY, EDNA	9	14	1915	F.B.	18		188	
56. MORRISON, THADEUS	11	15	1912	F.B.	21		186	
57. MOY, MARIETTA	3	29	1918	1/2	16		188	
58. NICKERSON, MARJORIE	12	12	1917	3/4+	16		182	
59. PERATROVICH, BETTY	1	3	1919	3/4	15		188	
60. " " , EMILY	6	16	1916	3/4	17		188	
61. " " , ROSE	2	22	1917	3/4	16		170	
62. " " , WILSON	6	10	1916	3/4	18		181	
63. RINEHART, WINNIFRED	9	18	1920	1/2	14		187	
64. ROBERTS, ELEANOR	9	14	1916	1/2	18		186	
65. " " , ETHEL	5	23	1917	1/2	17		188	
66. " " , LESTER	9	7	1915	1/2	18		182	
67. SHADESTY, SARAH	13	17	1918	1/2	16		184	
68. SKAN, DEWEY	4	15	1915	F.B.	19		188	
69. SKULKA, AMY	7	28	1918	F.B.	16		77	
70. SMITH, RAY	4	16	1916	F.B.	18		185	
71. STARR, CHARLES	8	13	1914	F.B.	20		185	
72. UNGER, FRED	1	28	1912	1/2	22		182	
73. VERNER, HAZEL	12	25	1913	1/2	21		183	
74. WALLACE, BUCEY	5	27	1918	F.B.	15		178	
75. WHITE, ELIZABETH	12	25	1915	F.B.	18		182	
76. WILLIAMS, HARRY	2	20	1915	3/4	19		68	
77. " " , HARVEY	9	1	1914	F.B.	19		181	
78. " " , HOMER	7	4	1918	F.B.	16		180	
79. " " , HOWARD	6	16	1918	3/4	16		187	
80. " " , JOSEPH	2	3	1910	F.B.	24		188	
81. BERKELEY, JOHN	8	11	1919	F.B.	15		101	
82. DENNY, DOROTHY	1	26	1921	3/4	13		101	
83. COOKE, PAUL	1	15	1911	F.B.	23		101	
84. MEKAY, CHARLES	2	6	1917	F.B.	16		101	
85. SMELTZER, JUNE	6	1	1920	1/2	14		100	
86. JOHNSON, JAMES	—	—	—	—	—		94	
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OF PUPILS

Withdrew	Failed	Promoted on Condition in (State Subject)	Double Pro- motion	SCHOLARSHIP RECORD															
				Reading	Spelling	Writing	Arithmetic	Grammar	Geography	Physiology	U. S. History	U. S. Civics	Manual Tr.	Dom. Science	Music	Art	Application	Citizenship	
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ENROLLMENT BY AGE AND GRADE

(Give number of pupils in proper space)

GRADE	SEX	AGE																Total
		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20 and over	
1st	B																	
	G																	
2nd	B																	
	G																	
3d	B																	
	G																	
4th	B																	
	G																	
5th	B	SCHOOL NOT GRADED																
	G																	
6th	B																	
	G																	
7th	B																	
	G																	
8th	B	ALL CLASSES {																
	G																	
9th	B									1	3	4	7	6	6	5	3	35
	G									1	4	11	4	9	7	15	51	
10th	B																	
	G																	
11th	B																	
	G																	
12th	B																	
	G																	
TOTAL	B																	
	G																	

NOTE.—List under column headed 5 the number of pupils from 5 years up to 6 years of age; under 6, from 6 years up to 7 years of age, etc. Take census near the close of the school year. Include children who have been in attendance but who are for the time not in school. Fill out form on the BASIS OF THE AGE OF THE PUPIL ON JANUARY FIFTEENTH. That is, if the census is taken on May first and a child in the second grade has reached his eighth birthday on April fifth, he should be listed in the report as seven, since that was his age on January fifteenth.

SUMMARY OF DEGREE OF INDIAN BLOOD OF PUPILS ENROLLED

Less Than One-Fourth	One-Fourth	One-Half	Full Blood	White	Total Enrollment of School
1	2	25	58	0	86

TIME SPENT BY PRINCIPAL TEACHER IN DIRECTING REINDEER ACTIVITIES

(If any reindeer work is done enter the total hours devoted to reindeer affairs each month.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total Hours
Hours													

QUALIFICATIONS OF TEACHERS

	Element-ary grades	High school	Total
1. Number who are high-school graduates only.....		1	1
2. Number who are graduates from a two-year normal course.....		5	5
3. Number who are college or university graduates		0	0
* 4. Number who have attended normal school but one year.....		1	1
5. Number who have attended college or university but one year.....		1	1
6. Number who are graduates of both normal and college (or university).....		4	4
7. Number who have taken postgraduate work.....		2	2
8. Number who have attended school within the past two years.....		2	2
9. Number who have taken correspondence courses within the past two years.....			
10.			
11. * I have had Education courses required for			
12. Teaching Certificates			

TOTAL EXPERIENCE OF TEACHERS AT BEGINNING OF YEAR

(Give number of teachers in proper spaces)

None	Less than 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	Over 10 years
2			1	1		2						1

NOTE.—Where the experience of teachers is greater than 10 years, please indicate the number of years for each individual included in the column headed "Over 10 years."

ALASKA EXPERIENCE OF TEACHERS AT BEGINNING OF YEAR

(Give number of teachers in proper spaces)

None	Less than 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	Over 10 years
1	1	5	1									

AVERAGE AGES OF PUPILS ACCORDING TO GRADES

GRADES	Normal age for Entering Grade	Number Pupils of Normal Age	Number Pupils Over Normal Age in Grades						Pupils Under Normal Age		TOTAL
			1 Yr.	2 Yr.	3 Yr.	4 Yr.	5 Yr.	6 and Over	1 Yr.	2 Yr.	
1st	6										
2nd	7										
3rd	8										
4th	9										
5th	10										
6th	11										
7th	12										
8th	13										
9th	14										
10th	15										
11th	16										
12th	17										
TOTAL											

SCHOOL NOT GRADED

FINANCIAL STATEMENT

(To be filled out by principal teacher)

District SOUTHEASTERN No. _____ Station No. 416 Station WRANGELL Year, 1934

Cost Account No.		Education	Medical
0	Equipment, materials, supplies, hauling.....	2770.78	
1	Foodstuffs, mess supplies, hauling.....	1216.07	
2	Miscellaneous labor		
3	Destitution supplies		
4	Fuel, including hauling, etc.....	2182.52	
5	Light and water	1737.35	
6	Traveling expenses		
7	Rental of buildings		
8	Repairs to buildings, labor and materials.....	408.75	
9	New buildings	423.75	
10	Telephone, telegraph, cables	90.00	
11	Salaries, superintendent, teachers, cooks, etc.....		
12	Barter supplies		
13	Equipment, materials, and supplies	6783.52	
14	Foodstuffs, mess supplies	4027.30	
15	Fuel	858.03	
16	Building repairs		
17	New buildings		
18	Appointment travel		
19	Freight, express, lighterage, (all sources).....		
20	SUBTOTAL		
21	Deduct: Destitution supplies		
22	NET TOTALS		

MESS HOUSE OPERATIONS

		Meals Served	
		To—	No. of Meals
Value, stock on hand first of year.....	992.12		
Purchased this year, Items 1 and 14	5719.36		
SUBTOTAL	6711.48	Employees	1799
Less stock last of year.....	1060.77	Pupils	53283
Amount consumed this year.....	5650.71	Others	
Wages, cooks and assistants	140.66		
Fuel consumed (estimated)	218.40		
TOTAL COST THIS YEAR.....	6009.77		
Cost per meal10+	TOTAL	55082

NOTE.—This information can be obtained from the school cost report covering the last month taught at your station during present fiscal year.

NARRATIVE REPORT FOR WRANGELL
INSTITUTE
1933 - 1934

From the Director's Announcement for the school year 1933-34

The program of study at Wrangell Institute has been worked out for just one purpose. That purpose is to prepare the native young people of Southeastern Alaska for lives of happiness and usefulness. Every subject of study and every living condition on the campus has been carefully studied to see what their values may be toward bringing about this end. As a result we have left out of our course of study all foreign languages, some mathematics, some kinds of literature and science because they would have little meaning in the lives of the pupils; however, we have put in a good deal about health, community leadership, business contracts, boat building, housekeeping and music because we believe that these things will be useful in making prosperous and finer lives for our students.

In this school opportunities are made, not only for learning about things from books and discussions in the classroom, but for actually doing things in shops, laboratories and on the campus. Under the guidance and supervision of a carefully selected staff, students are actively engaged in running almost all the activities of their institution. Various groups and committees are responsible for keeping the buildings clean and in repair, for preparing and serving the food, for setting up and enforcing rules, for running the school bank and supply store, for putting on assembly programs and religious services.

A great deal of attention is given to individual instruction. Children and young people are not all alike. Some need more help in certain things than others, either because they are naturally backward or because their former schooling has been poor or irregular. Some have special talents which need developing. The staff of Wrangell Institute is on the alert to discover these special needs and talents, and the course of study is so organized as to make special help possible.

The institution is not very much interested in the usual grades, credits and graduation. However, it is ready to certify excellence in any field, and whenever a student, as a result of his studies and school experience, can do something well - build a skiff, work arithmetic, care for a baby - the staff will issue a Certificate of Accomplishment bearing witness to the fact.

Further, in order that the public may have some means of rating our students on a familiar academic basis, the Institute will issue two diplomas - a Junior Diploma and a Senior Diploma. These diplomas, however, will represent not the completion of twelve, sixteen or other fixed number of units of classroom work, but a definite grade of accomplishment determined by the staff on the basis of demonstration of ability in a wide range of skills and understandings. The Junior Diploma will represent school work of that of the standard junior high school and the Senior Diploma at least the equivalent of senior high school work.

Accepted students must pay their own transportation to and from Wrangell. Students are required to provide for themselves suitable clothing for the school year. For boys this should include: school suits, several school and work shirts, ties, raincoats, underwear, sleeping garments, shoes for school, gymnasium shoes, rubber boots, overalls and other articles of clothing necessary for outdoor work. For girls it should include: several cotton gresses, one wool dress, sweater, coat, oxfords, slippers, gymnasium shoes, and black sateen bloomers, bathrobe, sleeping garments, underwear, stockings, aprons, rubbers and raincoat.

There is no tuition or other fees. All students, however, will be charged \$135.00 for the year to pay for the actual cost of their food, heat and light in the dormitories and school supplies. The whole of this charge can be paid by students with school checks or school currency issued in payment for work they do on buildings and grounds. This work, amounting to about 15 hours a week, will be done as educational projects, and its chief purpose will be training in practical skills and character traits, but the work done will have real money value both to the student and the school. By means of such work the student can pay his way.

A graduate registered nurse will be in residence in the Health Center, and arrangements made for medical services that will take care of sick students and protect those who are well. The health program will consist of:

1. Health examination for all candidate for admission.
2. Vaccination and immunization against communicable diseases for students not previously protected.
3. Vision and hearing tests for purpose of discovering physical defects, and arranging for their correction, thus preventing disease and future health failure.
4. Mouth and mental hygiene for the preservation of the teeth and prevention of disease.
5. Frequent health checks and conference with students for the purpose of preventing them from carrying a study load, or entering into physical activities which would menace health.

Although no religious instruction will be given by the Institute, provisions will be made to enable students to participate in the religious exercises of the denominations with which they have been affiliated.

* * * * *

From the Director's introduction to the "Salmon Book" - a report by students of activities in connection with a "Basic Study" in the Senior I group.

The Indians of Southeastern Alaska are fishermen. Their living comes out of the sea. A few occupations, other than fishing, to be sure, contribute to their livelihood. Trapping, in some of the villages, still furnishes considerable cash income during the winter months; lumbering along with mining and construction work employs a few men here and there; gardening, for most families, supplies some vegetables of real value, and hunting an occasional deer. Fishing, is however, the all but universal occupation and the economic foundation of their society.

In consequence, life activities in the native villages are determined by the fishing industry, especially the salmon fishing. The men and boys man the fishing boats, the women and girls help cure the fish and work in the canneries; the few trained mechanics of the group build boats for fishermen or repair their motors or gear; the occasional tradesman sells such events as the running gear and other fishermen's supplies. The yearly round of village life is punctuated by such events as the runs of king or silver salmon, the opening and closing of the canneries, or the opening date of the gill-netting season. The constant arbiter of the life activities of the people, the determining factor in their prosperity is Salmon

These conditions, which make one industry and one environment the preponderating interest in the lives of the people, naturally result in limiting the range of their experiences and consequent understandings. The curriculums and textbooks prepared for standard American schools are based upon materials largely foreign to the experience of the native Alaskan young people. This is evident when it is shown that of the students taking this course very few have seen a railroad train, a street car, a policeman, a service station, a factory, a ten-cent store, a horse, a sheep, or a field of grain.

This unit of study has been developed as the result of a conscious effort to build up a school activity out of the fabric of the students social and economic interests and experiences. Starting with familiar concepts and potent interest the study reaches out to phases of natural science for the social and economic problems such as carry significant events for the student's mode of life. Thus it endeavors to broaden that life by unfolding its relationship and possibilities and to deepen and enrich it by interpreting its meaning.

This course has been developed as a basic study with what is known as the Senior I group - the lower division of the senior high school, composed of students at the tenth and eleventh grade level.

The study has extended over a school year of 36 weeks. The group has met three times a week during an 80 minute period. In addition much of the work has been correlated with other portions of the curriculum, notably shopwork, drawing mathematics and commercial law.

The classroom procedure has been varied and to a large degree experimental. Reference reading; reports on reading; talks by the teacher; talks and demonstrations by practical fishermen, packers and cannery men; classroom discussion; laboratory work; construction work in the shops; field trips etc.

The problems have grouped themselves around the following topics which have been treated as study units:

- Anatomy of the Salmon
- Life history of the Salmon
- Methods of catching Salmon
- Methods of preparing Salmon for Market
- Transportation, and Areas of consumption
- Marketing Methods and Prices

All the members of the class did not, at all times, carry on the same work. When dealing with the units of Methods of Catching Salmon and on the Preparation of Salmon for Market, the class split into sections, the boys for the most part, continuing their study of boats, traps and gears, while the girls followed the canning process with excursions into certain phases of bacteriology and sterilization.

The classroom situation has been generally informal. The group has broken up into sections from time to time for the purpose of working out special problems, often in the library, laboratory or shop. The teacher presented in lecture form some material not easily available.

The objectives of this course:

1. To increase the student's vocational efficiency as a salmon fisherman or as a participant in the salmon industry.
2. To broaden and clarify his understanding of the whole salmon industry and in consequence increase his ability to participate in different phases of the business, thereby enhancing his chances for economic success.
3. To lay a basis for intelligent and effective cooperation and negotiations with fish buyers and canning companies in matters involving prices employment and fishing methods.
4. To develop his appreciation of the need of fishing laws and regulations and his ability to make reasonable suggestions for their modification.
5. To increase his confidence and self-respect as a result of his seeing his industry as a part of the world's work.
6. To deepen his cultural background by leading him into an increased experience with:
 - (a) The marine life which is preponderating part of his life.
 - (b) The social and economic structure upon which prosperity of his industry rests.

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From the Director's page in the school annual "The Yess Kooteeyaw"

Our second school year is about over. This annual is filled with a record of its accomplishments, both serious and trivial. You have told them in your own way. They represent your point of view and reflect your spirit. This is as it should be. Many years from now you will read them with keen delight, smile here and there at the incidents recorded, and perhaps shed a tear for old associations long since gone beyond recall.

I believe both staff and students will agree with me when I say that this second year has shown marked results in the building up of a real Wrangell Institute. Two years ago we began with nothing but some folks and buildings -- the raw materials of which to make a school. Today Wrangell Institute is a reality. It stands for something aside from its buildings and campus, its books, laboratories, and course of study. The institution has taken on some fixed ways of doing things; it has begun to set up certain standards for its work and conduct and to develop a pride of maintaining them. One occasionally hears the remark: "That's the way we do things at Wrangell Institute."

I mention a few of the indications of progress as I see them:

1. A working organization of students, week by week becoming more sure in their methods of expressing their wishes and of getting things done.
2. A developing spirit of good sportsmanship on the part of each student in lining up with the expressed wishes of the group and the accepted policy of the school.
3. A marked increase in the desire and ability of each student to think and act for himself and to assume responsibility for his own achievement.
4. A growing spirit of joyousness and general good will.

Of course, we have made only a start so far. The job of building up a educational institution is a big one and the process is slow. If we build well in these early years Wrangell Institute will have a splendid future. It will be something more than a place where boys and girls go to learn some arithmetic and English and history. It will be a center of creative activity and a means for expression of the best there is in the native young people of Southeastern Alaska. For superintendent, for staff, for a united student body; the opportunity presents a splendid challenge.

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